

4 month reporting date 7/28/07  
8 month reporting date 11/28/07  
12 month completion date 3/28/08

## Winner School District Improvement Plan/Progress Report Form

### Scheduled Date of Completion:

#### Principle 1 – General Supervision

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

[ARSD 24:05:17:03 Annual report of children served](#)

The monitoring team determined there was no IEP in the student file for two students (files 24 and 25) listed on the 2005 child count. File 24 (disability category 525) did not have an IEP in the file for 1-29-2005 annual IEP date and file 25 (disability category 525) did not have an IEP in the file for the 9-28-2005 annual IEP date.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[The district will ensure all child count information is accurate](#)

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

[All students listed on the annual child count will have an active IEP in place.](#)

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record Date Objective was Completed**

1. What will the district do to improve?  
[The district will develop a system to ensure all child count information is correct and train all special education teachers, speech therapists, SIMS data person.](#)

[August 22, 2007](#)

[Special Education Director](#)

(completed by SEP)

What data will be given to SEP to verify this objective?  
[The district will provide to the SEP a brief description of the data collection system and the date and names of staff who attended the training and the name of the presenter.](#)

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12 month completion date 3/28/08

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| Please explain the data (4 month)   |                  |  |  |
| Please explain the data (8 month)   |                  |  |  |
| Please explain the data (12 month)  |                  |  |  |
| 2. What will the district do to improve?<br>The district will monitor child count information to ensure that the information recorded in DDN campus accurately reflects the front page of the IEP.<br><br>What data will be given to SEP to verify this objective?<br>The district will collect the front page of each student's IEP conducted during each reporting period to check on the accuracy of the data in relationship to the SIMS child count report (disability category, IEP date, and placement category) and then report to the state office the number of IEP front pages reviewed and the number of those IEP front pages that were accurately recorded on the SIMS child count. | December 1, 2007 | Special Education Director, special education teachers and speech therapists |  |
| Please explain the data (4 month)   |                  |  |  |
| Please explain the data (8 month)   |                  |  |  |
| Please explain the data (12 month)  |                  |  |  |

### Principle 3 – Appropriate Evaluation

4 month reporting date 7/28/07  
8 month reporting date 11/28/07  
12 month completion date 3/28/08

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**CFR 300.304 Evaluation Procedures (a) Notice** The public agency must provide notice to the parents of a child with a disability, in accordance with 300.503, that describes any evaluation procedures the agency proposes to conduct.

**CRF 300.301 initial evaluation (a) General.** Each public agency must conduct a full and individual initial evaluation, in accordance with 300.305 and 300.306 before the initial provisions of special education and related services to a child with a disability under this part.

Through file review the monitoring team determined even though the district has prior notice/content for evaluation in each student file, the district conducted additional evaluations in areas not listed on the prior notice/consent for evaluation. Areas such as adaptive behaviors, transition, visual motor, speech or language were evaluated but were not listed on the prior notice/consent for evaluation in eleven files reviewed. The Bender Gestalt Visual Motor evaluation was consistently administered along with the ability test even though there was no visual motor concern identified during the referral process and was not documented on the prior notice/permission to evaluate. The district also did not administer all evaluations for which parental consent was obtained. For example the parent gave permission for Ability, Achievement, Speech and Language evaluations but only speech and language were given. In another file the parent gave consent for ability, achievement, speech and language but the student was not evaluated in the area of speech.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will follow all procedural safeguards during evaluation

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure that evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure all students are appropriately evaluated for eligibility and evaluations are appropriately documented.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**

4 month reporting date 7/28/07  
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|  |                            |   |                           |
|--|----------------------------|---|---------------------------|
| <p>1. What will the district do to improve?<br/>         The district will provide training to <u>all</u> personnel employed <u>or</u> contracted by the district who conduct evaluations in the area of procedural safeguard during evaluation, evaluations needed to support each of the disability categories, the process of bringing forth previous evaluations, obtaining and documenting parental input, and permission to test in all areas of suspected disabilities.</p> <p>What data will be given to SEP to verify this objective?<br/>         The district will report the dates of the training and the name of the presenter along with the names of all employees and contracted personnel who attended.</p>  | <p>August 22,<br/>2007</p> | <p>Special<br/>Education<br/>Director</p>   | <p>(completed by SEP)</p> |
| Please explain the data (4 month)  |                            |   |                           |
| Please explain the data (8 month)  |                            |   |                           |
| Please explain the data (12 month)   |                            |   |                           |
| <p>2. What will the district do to improve?<br/>         The district will evaluate only those areas that parental consent was obtained and will evaluate in all areas parental consent was obtained.</p> <p>What data will be given to SEP to verify this objective?<br/>         The district will review all files in which evaluations or reevaluations were administered during the reporting period and report</p> <ul style="list-style-type: none"> <li>A) How many files were reviewed</li> <li>B) In how many files all areas of evaluations that were listed on the prior notice/consent to evaluate were administered</li> <li>C) In how many files the district evaluated other tests that were not listed on the prior notice/consent for evaluation.</li> </ul> | <p>March 28,<br/>2008</p>  | <p>Special<br/>Education<br/>Director,<br/>special<br/>education<br/>teachers and<br/>speech<br/>therapists</p> |                           |
| Please explain the data (4 month)  |                            |   |                           |
| Please explain the data (8 month)  |                            |   |                           |
| Please explain the data (12 month)   |                            |   |                           |

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### Principle 3 – Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

CFR 300.304 Evaluation Procedures the public agency must (1) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parents that may assist in determining whether the child is a child with a disability and the content of the child's IEP.

Through review of student files the monitoring team determined the district does not consistently gather relevant functional, developmental and academic information that may be used to develop the content of the IEP and assist in determining whether the student is a child with a disability. Although there is a short functional portion written in the psychological report it is not functionally relevant or useful in the development of the IEP because it is not skill specific to the disability. In eight files there was no evidence of functional assessment occurring as part of the evaluation process as there was no written summary. This then affected the eligibility determination process and the development of the IEP. In one file, although the student's evaluation scores indicated the student was eligible for special education under the disability category 550, the team said the student's "articulation errors do not affect the student's ability to be successful".

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child that will assist in the developing the content of the child's IEP.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

The district will ensure appropriate evaluation procedures are adhered to during evaluations

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for  
Completion**

**Person(s)  
Responsible**

**Record Date Objective was  
Completed**

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|---|---------------------------|---|---------------------------|
| <p>1. What will the district do to improve?<br/>         The district will conduct training in the area of functional assessment, how to use those evaluation results in developing the IEP (especially how to summarize functional assessment information, how to link functional information to PLAAFP and how the disability affects performance in the general curriculum).</p> <p>What data will be given to SEP to verify this objective?<br/>         The district will report date of the training, the name of the trainer and names of those staff members attending the training.</p>  | <p>Aug.22, 2007</p>       | <p>Special<br/>Education<br/>Director,<br/>Special<br/>Education<br/>Teachers and<br/>Speech<br/>Therapists</p> | <p>(completed by SEP)</p> |
| Please explain the data (4 month)   |                           |   |                           |
| Please explain the data (8 month)   |                           |   |                           |
| Please explain the data (12 month)  |                           |   |                           |
| <p>2. What will the district do to improve?<br/>         The district will complete functional evaluation during the evaluation process, analyze and summarize those results into a report form and will use this information to develop the IEP.</p> <p>What data will be given to SEP to verify this objective?<br/>         The district will review all files in which evaluations/reevaluations were conducted during the reporting period and report the following:</p> <ol style="list-style-type: none"> <li>1) Number of files reviewed</li> <li>2) Number of files in which functional evaluations were conducted during the evaluation process</li> <li>3) Number of files in which functional evaluation results were analyzed and summarized into a report form</li> <li>4) Number of files in which the PLAAF page reflects strengths and needs identified during in the functional report</li> <li>5) Number of files in which the IEP team appropriately addressed how the disability affects the child's performance in the general curriculum.</li> </ol> | <p>March 28,<br/>2008</p> | <p>Special<br/>Education<br/>Director,<br/>Special<br/>Education<br/>Teachers and<br/>Speech<br/>Therapists</p> |                           |

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Please explain the data (4 month)

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Please explain the data (12 month)

### Principle 3 – Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

#### ARSD 24:05:25:06 Reevaluations

Each school district shall conduct a reevaluation of each child with a disability in accordance with this chapter if the district determines that the educational or related service needs, including improved academic achievement and functional performance of the child, warrant a reevaluation, or if the child's parents or teacher requests a reevaluation. A reevaluation conducted for these purposes may not occur more frequently than once a year, unless the parent and district agree, but shall occur at least once every three years, unless the parent and the district agree that a reevaluation is unnecessary.

Through file review the monitoring team determined the district did not consistently complete the reevaluation process within the 3 year timeline.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will reevaluate each student with a disability every three years to determine continued eligibility.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will conduct a comprehensive reevaluation for each student with a disability every three years to determine continued eligibility and academic achievement and functional performance.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**Record Date Objective was Completed**

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| <p>1. What will the district do to improve?<br/>         The district will develop a system to monitor and schedule 3 year reevaluations.</p> <p>What data will be given to SEP to verify this objective?<br/>         The district will provide a brief description of the system they have developed.</p>  | Aug. 22, 2007  | Special Education Director   | (completed by SEP) |
| Please explain the data (4 month)  |                |  |                    |
| Please explain the data (8 month)  |                |  |                    |
| Please explain the data (12 month)   |                |  |                    |
| <p>2. What will the district do to improve?<br/>         The district will complete the reevaluation process for each student who is in need of a three year reevaluation meeting all timelines.</p> <p>What data will be given to SEP to verify this objective?<br/>         Using the system the district has implemented, the district will report</p> <ol style="list-style-type: none"> <li>1) The number of students who were in need of a three year reevaluation during the reporting period</li> <li>2) The number of students who had a comprehensive reevaluation completed prior to their three year reevaluation due date.</li> </ol> | March 28, 2008 | Special Education Director, Special Education Teachers and Speech Therapists |                    |
| Please explain the data (4 month)  |                |  |                    |
| Please explain the data (8 month)  |                |  |                    |
| Please explain the data (12 month)   |                |  |                    |

### Principle 3 – Appropriate Evaluation



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**ARSD 24:05:24.01:09. Developmental delay defined.** A student three, four, or five years old may be identified as a student with a disability if the student has one of the major disabilities listed in § 24:05:24.01:01 or if the student experiences a severe delay in development.

The disability category of developmental delay can be used only for those students under 6 years old and must be reevaluated prior to age 6 to determine if the student has a disability under the other 13 disability categories in order to receive services through special education. Through file review and interview, the monitoring team determined the district does not consistently reevaluate students identified under the disability category 570 prior to the student turning 6 years old.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures appropriate evaluation/reevaluation for all students identified as a student with a disability.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will reevaluate all students with a disability prior to the student turning 6 years old.

| <b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.  | <b>Timeline for Completion</b> | <b>Person(s) Responsible</b> | <b>Record Date Objective was Completed</b> |
|---|--------------------------------|------------------------------|--|
| 1. What will the district do to improve?<br>The district will develop a system to monitor and schedule reevaluations for students with a disability prior to age 6 years old.<br><br>What data will be given to SEP to verify this objective?<br>The district will provide a brief description of the system they have developed. | May 15, 2007                   | Special Education Director   | (completed by SEP)                         |

Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)

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| <p>2. What will the district do to improve?<br/>The district will complete the reevaluation process for each student with a disability prior to the student turning 6 years old.</p> <p>What data will be given to SEP to verify this objective?<br/>Using the system the district has implemented, the district will report</p> <ul style="list-style-type: none"><li>3) The number of students with a disability who turned 6 years old during the reporting period</li><li>4) The number of students who had a comprehensive reevaluation completed prior to turning 6 years old.</li></ul> | March 28, 2008 | Special Education Director, Special Education Teachers and Speech Therapists |  |
| Please explain the data (4 month)  |                |  |  |
| Please explain the data (8 month)  |                |  |  |
| Please explain the data (12 month)   |                |  |  |

### Principle 3 – Appropriate Evaluation

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**CFR 300.304 Evaluation Procedures** (4)The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social, and emotional status and motor abilities; (6) in evaluating each child with a disability under 300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

**CFR 300.305 Additional requirements for evaluations and reevaluations**

(a)Review of existing evaluation data. As part of any reevaluation under this part, the IEP team and other qualified professionals, as appropriate must (1) review existing evaluation data (2) on the basis of that review, and input from the parents, identify what additional data, if any, are needed to determine whether the child is a child with a disability and the educational needs of the child.

In student file 22 the monitoring team determined the district needs to convene to consider all evaluation results for the eligibility determination process. The district has in file an 11/20/06 report stating the student "may continue to be eligible under 560" but the student is on child count as 530 (510 and 550). Because there was no documentation as to what evaluation results were used in the determination process and because there was no prior notice, the monitoring team was unclear as what evaluation results were used in determining eligibility. Following all procedural safeguard procedures and appropriate evaluation procedures, the team now needs to convene to consider existing data, input from the parents, identify what additional data, if any, are needed to determine whether the child is a child with a disability and then complete and document the eligibility determination process to ensure correct identification.

In student file 16 the student had an active IEP in place at the time of the onsite review and was receiving services. After the 12/2006 reevaluations were completed the district met only to determine continued eligibility for special education on 12/20/06. Federal guidelines require the IEP team to review existing reevaluation results to determine continued eligibility and to determine whether any additions or modifications to the special education and related services are needed for the child to meet the measurable goals set out in the IEP. As of 2/20/07, the district had not yet met to accept the current IEP even though new evaluation information was available or to develop a new IEP in light of the current evaluation results. At a minimum, the district needs to hold an addendum meeting stating the team approved the present IEP and that the reevaluation did not result in any additions or modifications of the current IEP. The district must realize that the annual IEP date will then be the date of the current IEP and not the date of the addendum in order to ensure annual review of this student's next IEP.

In student file 7 the student was identified under the disability category 560 on the 2005 and 2006 child count. During the November-December 2006 reevaluation process there is no evidence in the file that the team considered existing evaluation data (the 2004 autism evaluation) as it was not noted on the prior notice/consent for evaluation or prior notice for eligibility meeting. The district got permission to evaluate only in the areas of ability and achievement but then evaluated in the areas of adaptive behaviors and language also. This student was then determined to be eligible under the disability category of 525 at the 12-06-06 eligibility meeting. This eligibility meeting was held without the reports in hand as they were received by the district on 2-20-07. The district needs to convene and consider all areas of suspected disability, consider current evaluation data, and consider if they need additional evaluations to appropriately identify the student's disability. During this process the district needs to ensure and document parental involvement/input and document exactly what data was used and what data was not used and why it was not used as part of the eligibility process. In doing this the district needs to follow all procedural safeguard procedures and appropriate evaluation process.

For file 26 the district will need to convene and determine what disability this student is eligible for. The 2006 MDT report says the student is eligible as 510. This determination was done without an adaptive behavior evaluation. Then without conducting any further evaluation in January 2007 an addendum says the student is eligible as 525. Also, during the 2006 evaluation the team did not evaluate behavior evaluations even though the student had a documented history of hyperactive aggressive behaviors and other concerns. The district will again need to consider all areas of suspected disability, review existing data, determine if they need any additional data and evaluate accordingly. In doing this the district needs to follow all procedural safeguard procedures and appropriate evaluation process. This student is not on either the 2005 or 2006 child count.

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**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
 The district follow all evaluation /reevaluation procedures

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
 The district will ensure an appropriate and comprehensive evaluation/reevaluation has been conducted to support the student's disability

| <b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.   | <b>Timeline for Completion</b> | <b>Person(s) Responsible</b>   | <b>Record Date Objective was Completed</b> |
|--|--------------------------------|--|--|
| <p>1. What will the district do to improve?<br/>           The district will reconvene the IEP team for each of the above students and determine what additional evaluation information the team needs to ensure a comprehensive evaluation has been conducted, conduct the additional evaluations if necessary, meet to discuss additional evaluation results and make the necessary changes to the IEP and SIMS data, following all procedural and evaluation guidelines.</p> <p>What data will be given to SEP to verify this objective?<br/>           1) The district will report the date the IEP team reconvened for each student, names of team members present, a description of the team's decision, date/s of reevaluations, date of multidisciplinary team meeting and a brief description of the team's decision.</p> | Aug.22, 2007                   | Special Education Director, Special Education Teachers and Speech Therapists | (completed by SEP)                         |

Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)

**Principle 5 – Individualized Education Program**

4 month reporting date 7/28/07  
 8 month reporting date 11/28/07  
 12 month completion date 3/28/08

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| <b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  |                                |   |  |
| <p><u>ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors</u><br/>         In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: (1) In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports, to address that behavior.</p> <p>In two student files reviewed, present level of academic achievement and functional performance contained information regarding the student's behavior. However, in developing the IEPs for these students, the team checked "no," that the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.</p> |                                |   |  |
| <b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.<br><u>The district will adhere to all requirements when developing the Individualized Education Program (IEP)</u>  |                                |   |  |
| <b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b><br><br><u>All district IEPs will contain required content.</u>   |                                |   |  |
| <b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.   | <b>Timeline for Completion</b> | <b>Person(s) Responsible</b>  | <b>Record Date Objective was Completed</b> |
| 1. What will the district do to improve?<br><u>All special education teachers will have training in the area of addressing behaviors during the IEP process.</u><br>What data will be given to SEP to verify this objective?<br><u>The district will report the date of the training, the name of the presenter and the name and position of all special education staff attending.</u>  | <u>Aug. 22, 2007</u>           | <u>Special Education Director, Special Education Teachers and Speech Therapists</u> | <u>(completed by SEP)</u>                  |
| Please explain the data (4 month)  |                                |   |  |
| Please explain the data (8 month)  |                                |   |  |

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| Please explain the data (12 month)  |                |  |  |
| 2. What will the district do to improve?<br>All IEPs will address behavioral strategies within the IEP process for any student whose behavior was addressed on the PLAAFP.<br>What data will be given to SEP to verify this objective?<br>The district will report <ol style="list-style-type: none"> <li>1) The number of IEPs conducted during the reporting period that addressed behaviors on the PLAAFP and</li> <li>2) The number of files that behavioral strategies were appropriately addressed under special considerations.</li> </ol> | March 28, 2008 | Special Education Director, Special Education Teachers and Speech Therapists |  |
| Please explain the data (4 month)   |                |  |  |
| Please explain the data (8 month)   |                |  |  |
| Please explain the data (12 month)  |                |  |  |

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| <b>Principle 5 – Individualized Education Program</b>  |
| <p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><a href="#">ARSD 24:05:27:01.03 Content of individualized education program (IEP)Present level of academic achievement and functional performance</a></p> <p>A student's IEP must contain present level of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present level of academic achievement and functional performance are based upon the functional (skill based) assessment information gathered during the comprehensive evaluation process.</p> <p>The monitoring team determined student files lacked the required content (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs File reviews indicated a need to improve functional assessments to acquire the skill-based information to develop present levels of academic achievement and functional performance for students eligible for special education services.</p> |
| <p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p><a href="#">The district will adhere to all requirements when developing the Individualized Education Program (IEP)</a></p>  |

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**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All district IEPs will contain required content.

| <b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.  | <b>Timeline for Completion</b> | <b>Person(s) Responsible</b>   | <b>Record Date Objective was Completed</b> |
|---|--------------------------------|--|--|
| <p>1. What will the district do to improve?<br/>           All special education teachers, speech therapists, and special education director will have training in the area of addressing linking functional assessment to the strengths and needs on the PLAAFP as per the area/s of the student's disability.<br/>           What data will be given to SEP to verify this objective?<br/>           The district will report the date of the training, the name of the presenter and the name and position of all special education staff attending.</p> | Aug. 22, 2007                  | Special Education Director, Special Education Teachers and Speech Therapists | (completed by SEP)                         |
| Please explain the data (4 month)   |                                |  |  |
| Please explain the data (8 month)   |                                |  |  |
| Please explain the data (12 month)  |                                |  |  |
| <p>2. What will the district do to improve?<br/>           District IEPs will contain strengths and needs in each area of the student's disability on the PLAAFP which link to the functional assessment.<br/>           What data will be given to SEP to verify this objective?<br/>           The district will report<br/>               1) the number of IEPs conducted during the reporting period and<br/>               2) the number of IEPs in which the strengths and needs listed on the PLAAFP linked directly to functional assessment</p>    | March 28, 2008                 | Special Education Director, Special Education Teachers and Speech Therapists |  |
| Please explain the data (4 month)   |                                |  |  |
| Please explain the data (8 month)   |                                |  |  |
| Please explain the data (12 month)  |                                |  |  |

4 month reporting date 7/28/07  
8 month reporting date 11/28/07  
12 month completion date 3/28/08

## Principle 5 – Individualized Education Program

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

[ARSD 24:05:27:01.03\(1\) Content of individualized education program \(IEP\) and](#)  
[ARSD 24:05:27:13.02 Transition Services](#)

Transition services are a coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's strengths, preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

The district has made improvement in transition, especially in the area of evaluation. But, transition services and activities need to be documented as a part of planning to help ensure the student achieves his/her desired outcomes for employment and independent living. The district did not consistently document what services the student needed, who was responsible for implementing the services, projected date of completion, and date of completion.

Through file review the monitoring team also determined the district documentation of the student's course of study does not align with the student's post-secondary goals. The district generalizes the course of study by simply documenting the student will take "electives" but does not document specifically what electives the student needs to align with his/her goals.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[The district will adhere to all requirements when developing the Individualized Education Program \(IEP\)](#)

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

[All district IEPs will contain required content.](#)

| Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. | Timeline for Completion | Person(s) Responsible | Record Date Objective was Completed |
|---|-------------------------|-----------------------|-------------------------------------|
|---|-------------------------|-----------------------|-------------------------------------|



4 month reporting date 7/28/07  
 8 month reporting date 11/28/07  
 12 month completion date 3/28/08

|   |                |  |                    |
|---|----------------|--|--------------------|
| 1. What will the district do to improve?<br>All special education Junior High and High School teachers, special education director and speech therapist will have training in the areas of transition in the IEP process.<br><br>What data will be given to SEP to verify this objective?<br>The district will report the date of the training, the name of the presenter and the name and position of all special education staff attending.                                       | Aug. 22, 2007  | Special Education Director, Special Education Teachers and Speech Therapists | (completed by SEP) |
| Please explain the data (4 month)   |                |  |                    |
| Please explain the data (8 month)   |                |  |                    |
| Please explain the data (12 month)  |                |  |                    |
| 2. What will the district do to improve?<br>The district will consistently document transition services and activities and specific course of study through the IEP process.<br>What data will be given to SEP to verify this objective?<br>The district will report <ol style="list-style-type: none"> <li>1) the number of transition age IEPs conducted during the reporting period and</li> <li>2) the number of transition IEPs that contained all required content</li> </ol> | March 28, 2008 | Special Education Director, Special Education Teachers and Speech Therapists |                    |
| Please explain the data (4 month)   |                |  |                    |
| Please explain the data (8 month)   |                |  |                    |
| Please explain the data (12 month)  |                |  |                    |